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READING SKILLS, GRADES FIVE AND SIX.

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THIS BULLETIN WAS PREPARED FOR TEACHERS AS A CONVENIENT REFERENCE TO THE WORD RECOGNITION SKILLS RELATING TO PHONETIC ANALYSIS, STRUCTURAL ANALYSIS, COMPREHENSION, AND VOCABULARY BUILDING FOR THE READING PROGRAM FOR GRADES 5 AND 6. IT MAY ALSO SERVE AS A CHECKLIST FOR THE TEACHING OF THESE SKILLS. THE SOURCES OF REFERENCE ARE THE TEACHER'S EDITIONS FOR THE CALIFORNIA BASIC READERS WHICH ARE THE ALLYN AND BACON AND THE GINN SERIES. THE LOCALLY PREPARED INSTRUCTIONAL GUIDE "PHONICS AND OTHER WORD PERCEPTION SKILLS, K-6" IS REFERRED TO AS WELL. THE SKILLS ARE ARRANGED IN OUTLINE FORM. THE PAGED REFERENCES INDICATE THE PLACEMENT OF THE SKILLS IN THE TEACHER'S EDITIONS, THE TEXTBOOKS FOR THE PUPILS, AND THE INSTRUCTIONAL GUIDE "PHONICS AND OTHER WORD RECOGNITION SKILLS." (AUTHOR)

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READING SKILLS
Grades Five and Six

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INTRODUCTION

The following content has been prepared for teachers as a convenient reference to the word-recognition skills relating to phonetic analysis, structural analysis, comprehension and vocabulary building for the reading program for grades five and six. It may also serve as a checklist for the teaching of these skills.

The sources of reference for this bulletin are the teacher's editions for the California basic readers, which are the Allyn and Bacon and the Ginn series; in addition to the locally-prepared instructional guide PHONICS AND OTHER WORD PERCEPTION SKILLS, K-6.

The skills have been arranged in outline form, for the textbooks for grades five and six. The paged references indicate the placement of the skills in the teacher's editions, the textbooks for the pupils, and the instructional guide PHONICS AND OTHER WORD RECOGNITION SKILLS.

Grateful acknowledgment is expressed to JOAN DOWNEY, who was the curriculum specialist for the upper elementary grades, for her assistance in the compiling of this material.

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WORD-RECOGNITION SKILLS FOR THE FIFTH READERS
Paged References

READING SKILLS	ALLYN AND BACON	GINN	PHONICS GUIDE
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<u>Comprehending What Is Read</u>		
Finding the main ideas for outlining for reports making notes of matching main and subordinate ideas recognizing, choosing, and discussing		225-226(169-178) 94(23-35) 93-94(23-25), 246(185-196) 115(52-64), 116(52-64), 197(134-142), 281-282(244-255), 376(354-364), 384(366-375), 426(406-411) 115-116(52-64), 126-127, 130, 141(72-83), 197(134-142), 236, 318(284-292), 341-343, 391-392, 481

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<p>using topical guides, charts, and outlines</p> <p>verifying answers and opinions</p> <p>Worksheets and tests</p>	<p>ARRIVALS AND DEPARTURES</p>	<p>WINGS TO ADVENTURE</p> <p>206-207*(143-153)** , 303(262-273)</p> <p>280-281(244-255), 362-363(332-341)</p> <p>127, 156(92-95), 169(101-113), 234, 309(274-282), 333-335(306-314), 341-343, 392-393, 420-421(396-405)</p>
<p>Recognizing the sequence of ideas</p> <p>arranging and recalling ideas in sequence</p> <p>understanding plot and continuity</p>	<p>107(77-88)</p> <p>107(77-88)</p>	<p>81-82(10-22), 127, 174(114-127), 182, 197(134-142), 289, 301(262-273), 393, 431-432(412-419), 477-478</p> <p>174(114-127), 281-282(244-255)</p>
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<p>appreciating colorful language</p>	<p>165(171-176), 194(208-216)</p>	<p>217(156-168), 362(332-341)</p>
<p>appreciating imagery, descriptive phrases</p>	<p>88(54, 56), 194(208-216), 172(178-186)</p>	<p>85(10-22), 378(354-364), 438-440, 451(425-438), 457(439-450), 469(465-476)</p>
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<p>discriminating between fact and fiction</p>		<p>182, 436-437</p>
<p>discussing points of view and personal reaction</p>	<p>64(9-13), 71(22-29), 78-79(35-45), 84(86), 110(89-94), 115(95-105), 121(106-112), 123(106-112), 183(195-207), 207(232-241)</p>	<p>148(84-91), 168(101-113), 384(366-375)</p>
<p>drawing conclusions</p>	<p>64(9-13), 71(22-29), 157(159-168)</p>	<p>92-93(23-25), 115(52-64), 290, 419-420(396-405)</p>
<p>evaluating and interpreting character traits</p>	<p>94(58-68), 106(84-88), 110(89-94), 138(127-133), 147(146-158)</p>	<p>115(52-64), 362(332-341), 368(342-352), 406(380-384)</p>
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